

Multiple Intelligences



Kairanga Overview

At Kairanga School we believe in developing all aspects of a child, and multiple intelligences provide eight different potential pathways to develop this learning. Catering for the different multiple intelligences is vital to developing thinking skills in our children and catering for their learning styles.



Howard Gardner

The theory of multiple intelligences was developed in 1983 by Dr Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on IQ testing is far too limited. Instead he proposes eight different intelligences to account for a broader range of human potential in children and adults.

The shaded boxes indicate the areas in which the Multiple Intelligences and Key Competences link the most closely.

	Thinking	Relating to Others	Understanding signs, symbols and texts	Managing Self	Participating and contributing
Verbal/Linguistic 'Word Smart'	Asking and answering questions. Make decisions. Challenge assumptions and perceptions.	Interacting effectively with a diverse range of people in variety of contexts. Explain, discuss and debate.	Making meaning of the codes in which knowledge is expressed: written, oral/aural. Listen actively, question for meaning, use and respond to verbal cues. Analyse, validate, critique and interpret information.	Give and accept feedback and feed forward. Ask appropriate questions to extend and enrich their learning.	Contributing appropriately on a common interest or culture. Expressing ideas and opinions clearly.
Logical/Mathematical 'Maths Smart'	Analysing, computing, deducing, experimenting, figuring things out. Problem posing and problem solving.	Share and articulate different approaches to problem solving with others.	Making meaning of the codes in which knowledge is expressed: mathematical, formal, scientific, technological. Learn best through problems and opportunities to analyse.		
Visual/Spatial 'Art Smart'	Thinking in pictures and images. Thinking creatively. "Seeing" solutions to problems.		Making meaning of the codes in which knowledge is expressed: visual, imaginative. Express themselves in visual formats and create visual images to represent content.		

Musical/Rhythmic 'Music Smart'	Melodies and rhythms can be symbols to think in and express.		Making meaning of the codes in which knowledge is expressed: reading and writing music; music notation, lyrics, sound scapes.		
Bodily/Kinesthetic 'Body Smart'	Facial and hand gestures, and movement are symbols to assist with thinking.	Facial and hand gestures, and movement are symbols to express oneself.	Making meaning of the codes in which knowledge is expressed: facial and hand gestures, gross and fine movement.	Manage their physical well being: food and nutrition, rest and relaxation, fitness, personal safety, hygiene	
Interpersonal 'People Smart'	Understand points of view different from ones own.	Know when it is appropriate to compete and when it is appropriate to cooperate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking. Listen actively, recognise different points of view, negotiate, and share ideas.	Recognise how choices of language, symbol or text affect people's understanding and the ways in which they respond to communication.	Self managing students are enterprising, resourceful, reliable, resilient. Know when it is appropriate to compete and when it is appropriate to cooperate.	Understand the importance of balancing rights, roles and responsibility. Participate actively in local, national and global communities. Respond appropriately as a group member.
Intrapersonal 'Self Smart'	Metacognition. Thinking about one's own thinking.			Reflect on their own learning. Strive for accuracy and excellence. Have a 'can do' attitude. Appreciate and develop self control and resilience. Set goals and persevere to achieve high standards.	
Naturalistic 'Nature Smart'		Contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.			Participate and contribute in communities, have a sense of belonging and the confidence to participate in new contexts. Contribute to the quality and sustainability of social, physical and economic environments.